

Historic, archived document

Do not assume content reflects current scientific knowledge, policies, or practices.

U. S. DEPARTMENT OF AGRICULTURE,
STATES RELATIONS SERVICE.

A. C. TRUE, Director.

**HOW TEACHERS IN RURAL ELEMENTARY SCHOOLS MAY
USE DEPARTMENT PUBLICATIONS ON HOME STORAGE
OF FRUITS AND VEGETABLES.¹**

Range for use.—These bulletins may be used in all elementary schools.

Relation to the course of study.—These bulletins may be used in connection with the study of elementary agriculture, including crop production and home gardening; also in correlation with home economics and other studies.

Topics for study.—(1) Importance of storage. (2) Object of storage: Economy, holding more or less perishable products in a salable condition as long as possible; providing for a uniform market supply. (3) Essential factors in storage: (*a*) Products well matured; (*b*) careful handling; (*c*) a uniform temperature after being stored; (*d*) the moisture content of the air; (*e*) the exclusion of light. (4) Types of storage: (*a*) Storage in basement of house—disadvantages; storage room constructed in cellar—ventilation, containers; (*b*) outside storage cellars or caves—advantages, location, construction; storage construction in mild regions; storage construction in regions of severe freezes. Concrete storage cellars—advantages, site, construction; (*c*) storage in banks or pits—use, location, how constructed, ventilation, advantages, disadvantages. (5) Specific directions for storage of various vegetables and fruits.

Illustrative material.—Clip from farm journals pictures showing various types of storage, and mount these for class use.

From bulletins and papers enlarge drawings of pit storage, showing a cross section. Do the same for storage house, showing floor plans and vertical sections, showing arrangement of bins and shelves.

If possible, secure photographs of good types of district storage and mount these for classroom use.

¹ Including among others, Farmers' Bulletins Nos. 847, 879, 970; bulletins from State agricultural colleges and experiment stations; and extension circulars of the States Relations Service, U. S. Department of Agriculture.

Construct charts showing the advantages of storing products and the essential factors of storage.

Small models of wooden storage houses may be made by the pupils.

Practical exercises.—What fruits and vegetables are commonly stored in the district? Make a study of the farm practice generally observed in storage of dried fruit and vegetables, canned products, vegetables and fruit. What type of storage is most common? Does it seem to be the most effective? What fruits are usually stored in the district? What vegetables? What is the purpose of such storage, food for the household or for the market? What community storage plants in the district? How well patronized are they, and with what success are they being conducted? (Consult the management.)

If possible, visit with the class a farm where fruit or vegetables are being stored, and note the methods used in the preparation of the products for storing and the methods used in storing the products. Study the construction of any storage houses that may be visited in the district.

Correlations.—A report on the general farm practice in storage will make good oral or written language. A detailed account of the making, filling, and covering of a storage pit will also be good language material. A comparison of the storage methods of the milder climate and the colder regions will prove to be interesting language work.

Problems involving amount and value of products stored will be suggested by this lesson. Estimate the amount from each farm and find the totals for the district. Compare those values with the values of the same products purchased, canned, dried, or in bulk in the markets.

Geography.—Make a study of what food products must be brought into the district if the storage savings had not been made. Locate the sources of these shipped-in goods and the possible railroad route. Which of the stored products is not sufficient to supply the home? What steps can be taken to make the district feed itself? If any of the stored products are sold on the market, trace their route to the consumer.

A storage survey.—Make a study of the storage practice of the district, finding out the kinds and amounts of food stored, whether dried, canned, or in bulk; the type of storage used, and the purpose of the storage, whether for food or for the market. Tabulate these results in neat form.

ALVIN DILLE.

Assistant in Agricultural Education.

JULY 24, 1918.